EARLY CHILDHOOD
BEHAVIOR IMPROVEMENT PLAN

DOB _____   IEP? Y N   Current Placement _____

<u>DEVELOP SUMMARY STATEMENTS FOR EACH MAJOR PREDICTOR AND/OR CONSEQUENCE</u>

Distant Setting Events	Immediate Antecedent (Predictor)	Problem Behavior	Maintaining Consequence/Response	Function of this Behavior

<u>Possible antecedents</u>: directive, alone, unstructured play, difficult task expectation, peer provoked, redirection, transition, social interaction, interrupted, stimulation
<u>Possible functions</u>: get adult or peer attention, avoid person, get desired item/activity, avoid activity, imitation, avoid demand/request, retaliation, sensory input, escape setting, communication
<u>Possible responses</u>: Adult or peer eye contact, verbal attention, physical manipulation, ignored, redirection, time out, reprimand, loss of privilege, phone call home

<u>DEVELOP A HYPOTHESIS STATEMENT</u>

The following behaviors (measurable, observable):
_____
_____
May be related to the following physiological/medical, communication, and/or sensory concerns:
_____
_____
These behaviors are more likely to occur during these circumstances:
_____
_____
These behaviors are more likely to occur during the following activities:
_____
_____
These behaviors are more likely to occur with the following people (don't name other students, just initials):
_____
_____

These behaviors are more likely triggered by the following things/events:

These behaviors are more likely maintained by the following adult/peer responses:

_____

_____

The apparent function of these behaviors is:

_____

_____

COMPETING PATHWAYS DIAGRAM

SETTING EVENTS (Ways to change the context to make the problem behavior unnecessary)	**PREVENTION STRATEGIES- TRIGGER MANIPULATION** (Ways to prevent the problem behavior)
School-wide behavior system:	Cues that the child may engage in the behavior:
Physical structure:	Precorrections/Reminders:
Instruction modification:	Motivational strategies (teach):
Transition activities:	Schedule of reinforcement:
	Sensory input (if needed):
Social skills instruction:	Training of peers:
Other:	Other:

DESIRED BEHAVIORS
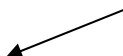(Long-term goal for behavior change)

ACCEPTABLE REPLACEMPNT BEHAVIORS
(What can be done to increase the acceptable behavior that will achieve the same function as the problem behavior for the child? Short-term goals for behavior change):

Skills to teach:

MAINTAINING CONSEQUENCES
(What should happen when the desired or replacement behavior occurs?)

Changes in adult responses:

Acknowledgement/reinforcer:

Teaching plans:

Plans to fade:

CONSEQUENCES FOR PROBLEM BEHAVIOR
(What should happen when the problem behavior occurs?)

Consequence/s:

Planning for adult responses:

CRISIS PLAN FOR EMERGENCY BEHAVIOR MANAGEMENT

*Prompt to calm down or will be removed
*Refrain from emotional engagement in power struggle or discussion
*Does not calm down: **SAFE AREA** (goal of de-escalation):
_____
*Safe Area Supervisor: _____
*Make-A-Plan (goal of returning to group):
  ❑ Think Sheet (or verbal plan if function of behavior is not adult attention)
  ❑ Delayed consequence after calming task

ckner, 2005

INTERVENTION STRATEGIES

Specific Tasks	Person/s Responsible	By When	Review date	Evaluation Decision (Monitor, Modify, Discontinue)
Data collection: ❑ Observation ❑ Charting ❑ Review incident reports ❑ Self-monitoring sheets ❑ Team meetings ❑ Other: _____				
Routines to teach: Schedule of practice:				
Demonstration/Staff training:				
Review meeting date: _____				

SIGNATURES OF TEAM MEMBERS

Parent/s _____   _____

Teacher _____ Behavior Consultant _____

Other team members _____   _____

_____   _____